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AUTHOR Fitzpatrick, M. Fenton Joseph, Sister
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ABSTRACT

Gwynedd-Mercy College's (GMC's) associate (AS) and baccalaureate (BS) degree nursing programs are described in this report, with particular focus on the articulation of program content and goals. Following a historical review of the development of diploma, BS, and AS degree nursing programs, the report explains the theoretical framework and design of GMC's nursing curricula, which is based on self-organization, a concern for national health problems, the nursing process, and transfer of knowledge. After illustrating the differentiating factors between the AS and BS programs, the paper delineates these differences in the specific terms of summative competencies for baccalaureate and associate degree preparation. The compatibility of these competencies with the recommendations of the National League for Nursing is then detailed. Next, the specific summative competencies expected of BS and AS graduates and the required courses for the BS and AS degrees are linked to the theoretical framework and curricular design. The next diagrams illustrate: (1) a sample of the coding of the formative competencies for a course with 41 competencies; (2) the linkage between the formative course competencies and the summative AS degree competencies; (3) similar coding and linkage for course competencies and degree competencies at the baccalaureate level; (4) the relationship between learning experiences and teaching methods; and (5) a program evaluation design. Appendices include course descriptions and a glossary of terms. (KL)

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THE PROBLEM OF NURSING EDUCATION: ARTICULATION

Sister M. Fenton Joseph Fitzpatrick
Gwynedd-Mercy College
Gwynedd Valley, PA

November, 1981

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The Problem of Nursing Education: Articulation

By

Sister M. Fenton Joseph FitzPatrick, R.N., Ed.D.
Program Coordinator

Faculty of the Division of Nursing who developed the Program under the direction of Dr. Dolores Silva: Sister M. Barbara Flynn, M.S.N., Chairman; Patricia Bennett, R.N., M.S.; Elizabeth Black, M.S.N.; Nancy Chiarantona, B.S.N.; Beth Crimmins, B.S.N.; Bonnie Crofford, M.S.N.; Tita de la Cruz, R.N., B.S.Ed.; Sister Anne Donofry, M.S.N.; Mary Dressler, M.A.N.; Ellen Driscoll, B.S.N.; Sister Mary Esmonde, M.S.N.; Judith Hernan, M.S.N.; Nona Holloway, M.S.N.; Wendee Johnson, M.S.N.; Barbara Jones, M.S.N.; Gertrude King, M.S.N.; Sophie Levitt, M.S., R.D.; Ann M. McGinn, M.S.N.; Jean Michiels, R.N., M.A.; Patricia Ney, M.S.N.; Susan Reed, B.S.N.; Sister Mary Rita Robinson, M.S.N.; Anne Marie Rossanese, M.S.N.; Virginia Ruths, M.S.N.; Patricia L. Ryan, B.S.N.Ed., M.A.; Jane Schultz, B.S.N.; Pauline O. Sherry, B.S.N.; Mary Sloyer, M.S.N.; June Stewart, R.N., M.A.; Diane Wieland, M.S.N.; Judith Winterhalter, M.S.N.

Within the context of problematic issues in nursing education, this paper addresses the specific problem of articulation between associate and baccalaureate degree programs. The problem of articulation is certainly not a new one. Attempts to differentiate among 2, 3, and 4 year programs, although numerous and extensive, have not been conclusive. It is not clear whether those attempts to differentiate among programs were based on substantive deliberations or political and economic accommodation. It is difficult, therefore, to support a claim that there is indeed a critical difference between generic nursing programs and associate degree programs. It is difficult to determine if the trend toward eliminating 3 year programs was a substantive decision or imposition based on enrollment difficulties. What does become evident as we look at the competition and lack of clarity between and among programs is the scattering and diffusion of energies in nursing education. The problem of articulation has been obscured.

It might be helpful to take a cursory look at the historical development of programs in nursing education.

DIPLOMA SCHOOLS

Before the turn of the century, nursing programs were well established in college settings. The first such program had been initiated on the basis of Nightingale's work. But students could not afford the tuition, and the existence of the programs was threatened. Hospital administrators were loath to forego the advantage of the services provided by nursing students. The plan which was developed to retain students was a work-study program, actually. The hospital paid for the tuition, and the students contributed the nursing service. This arrangement proved "successful" and spread to hospitals throughout the country.

But the categorization of patients according to disease and the development of new procedures and practices in medicine influenced nursing education.

The "fit" among medicine, nursing education and nursing practice became blurred. State Boards of Nursing and the National League for Nursing provided governance to stabilize the diploma programs through the imposition of external standards. However, exploitation of students continued and resulted in dropping enrollment. More recently, hospital economics and the cost of maintaining education units for nurses have operated to close many diploma schools in favor of the trend to move nursing education into higher education. Because programmatic and economic pressures were operating concurrently, it is impossible to determine "cause and effect" in the rise and decline of diploma programs.

BACCALAUREATE EDUCATION

Baccalaureate education in nursing developed through the efforts of nursing leaders who emphasized the importance of liberal education. Isabel Stewart stated that, "We do not expect these nurses (who receive a liberal education) will show greater technical skill than the nurses who receive the older type of training, but we believe that they should be better able to think out their problems, to meet the varied and unpredictable demands of society in the future, and to become self-reliant, self-directing, growing professional women."

Russell, in his study of Baccalaureate Nursing Education, in 1959 criticized the concentration of liberal education in the first two years and professional study in the last two years because, "liberal arts and professional subjects, when studied simultaneously support one another."

Proponents of baccalaureate programs have concentrated on the "liberalizing" quality of such programs. No one has concentrated on the means of coordinating the liberal arts and the nursing components of baccalaureate nursing programs.

ASSOCIATE DEGREE PROGRAMS

The associate degree, now in existence about 30 years, is the most recent degree to be offered in nursing. It came about as part of the growth of the

junior college. The 2 year junior/community college nursing program stemmed from a proposal by Montag in the study, "The Education of Nursing Technicians," published in 1951. She directed the 5 year Cooperative Research Project in Junior and Community College Education for Nursing from 1952-1957. Montag hypothesized and demonstrated that 2 year nursing programs could lead to the successful completion of State Board Examinations. Unfortunately, the pioneering work of Montag was focused exclusively on the associate degree program, and did not attend to the possibility of articulation. The substantive question has been ignored while energies are spent debating the distinctions between the "technical" nurse and the "professional" nurse. Rather, attention should have been focused on deriving from Montag's proposal implications for articulation in nursing education.

A commonly reported difficulty gives support to the claim that lack of articulation is a serious problem. Graduates of associate degree programs find that when they attempt to continue their education they must repeat courses they have already successfully completed in order to comply with unarticulated requirements. If this problem is to be addressed, we can no longer tolerate the assumption that the "common denominator" of 2, 3, and 4 year nursing programs is the State Board Examination. As the basis for all programs such a test provides distinctions for none. If there are distinctions between programs such distinctions must be clearly described. These descriptions will provide the basis for systematic program development and systematic articulation.

Today, I want to cite the example of one attempt to address systematic program development and systematic articulation. Before I share this example of articulated Associate Degree and Baccalaureate Degree programs at Gwynedd-Mercy College, I think it is appropriate to place it within an historical context.

Like graduates from other associate degree programs in nursing, the Gwynedd Associate Degree graduates who were accepted into baccalaureate programs found the content of the nursing courses repetitive. The Nursing Department, cognizant of the situation, felt obliged to develop the upper division of a baccalaureate program. This was a controversial decision, but having made it, and having obtained the cooperation of College administration, planning was begun.

In 1966 Gwynedd-Mercy invited Dr. Charles H. Russell for consultation. Dr. Russell had published the report on Liberal Education and Nursing in 1959, in which he argued for the simultaneous incorporation of Liberal Arts and Nursing courses in the Baccalaureate program. Further consultation was obtained from the National League for Nursing. With direction from Dr. Russell and the League, Gwynedd-Mercy College initiated its upper division in 1968.

Five years later, Middle States Association for Accreditation conducted an evaluation at Gwynedd-Mercy College. Representatives from the National League for Nursing were on the visiting committee. At the conclusion of the evaluation process, Gwynedd-Mercy College Division of Nursing was cited with recommendations for practically every item listed in the evaluation criteria. UNDAUNTED, we proceeded to plan to answer every recommendation.

Dr. Dolores Silva, a specialist in program development at Temple University was contacted as a consultant for the Division of Nursing. A six credit course in Program Development was conducted at the College and the nursing faculty attended the classes. It was a very rewarding experience for all faculty to jointly develop a theoretical framework based on self-organization, national health problems, nursing process, and transfer of knowledge. The design represents a truly articulated program. The theoretical framework includes the four years of the program and distinct summative competencies for both the associate degree graduate and the baccalaureate degree graduate.

The Division of Nursing of Gwynedd-Mercy College offers a Baccalaureate Degree Program in Nursing which incorporates nursing content and clinical experiences throughout the four years of the program. The first two years of the program meet the requirements for an Associate Degree Program in Nursing. Graduates of the Associate Degree Program in Nursing qualify for admission to the Registered Nurse Licensure Examination. These graduates may exit at this level. However, because the first two years of the program are articulated closely with the third and fourth years, students may choose not to exit at the Associate Degree level, and may progress through the Baccalaureate Degree Program. Additionally, provision is made for placement of transfer students from other Associate Degree Programs and, through a series of challenge examinations for evaluation, Diploma School Graduates can also qualify for admission to the Baccalaureate Degree Program in Nursing.

The program of the Division of Nursing of Gwynedd-Mercy College is based on the philosophy, purposes and objectives of the program. Specifically, the philosophy and objectives of Gwynedd-Mercy College assert the mission of the College to be the provision of career-oriented programs integrated with the liberal arts disciplines. Accordingly, the philosophy of the Division of Nursing reaffirms the purposes and objectives of the College philosophy. The Division philosophy proposes that the Division of Nursing exists to prepare practitioners -- it is, therefore, career oriented. Moreover, the Division philosophy proposes that these practitioners are expected to work toward academic excellence and dedication -- the Division is, therefore, also focused on liberal arts disciplines.

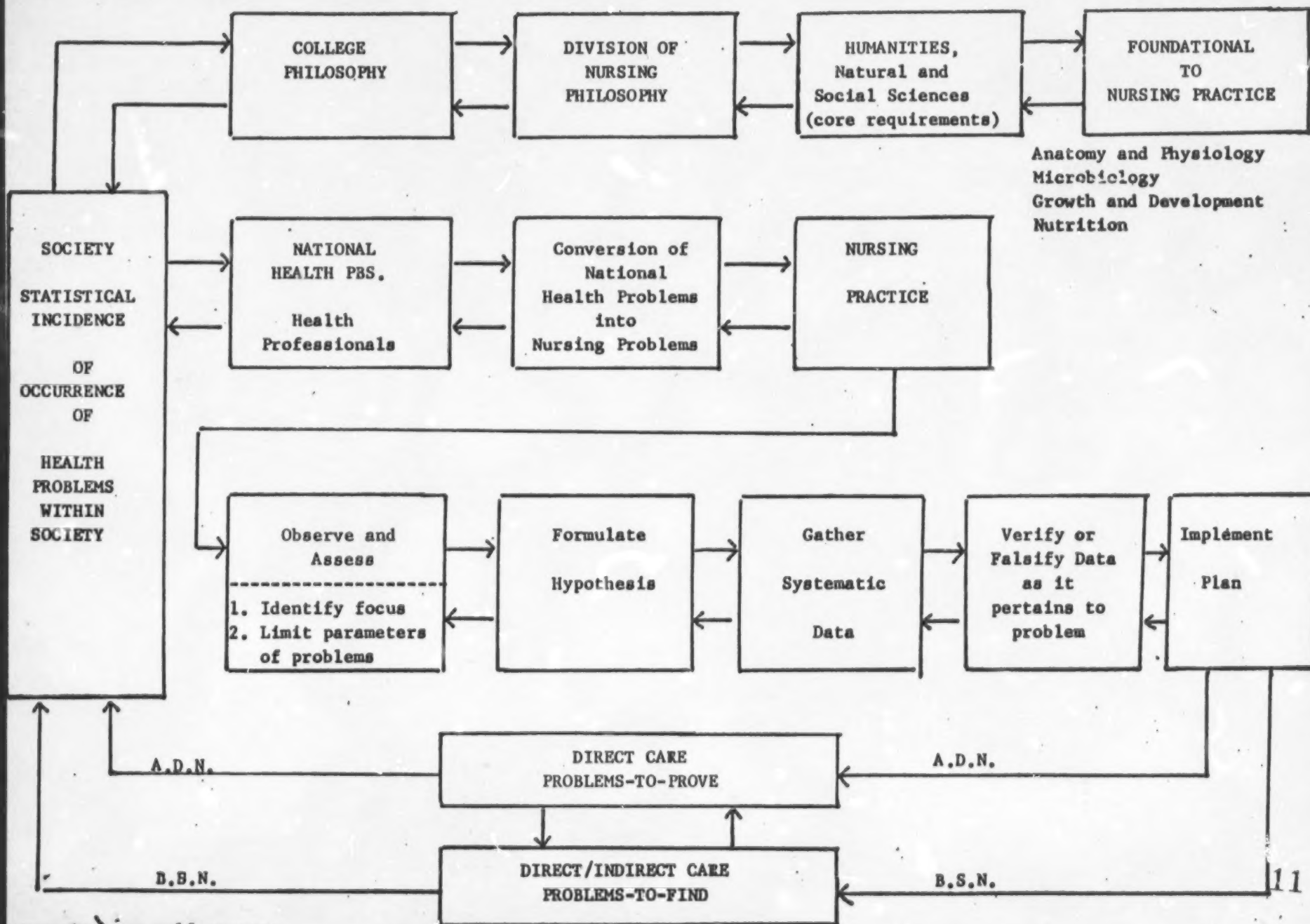
These statements of philosophy support the program of the Division of Nursing. The specific commitment of the Division is to the translation of nursing content into nursing practice.

The Theoretical Framework/Curriculum Design for the program takes as its basic premise the principle of self-organization.

Self-organization accounts for internal and external monitoring of both content and practice. Central to the principle of self-organization are the mechanisms of self-connection and self-correction. Self-connection between and among the components of the program serves as formative evaluation; self-correction serves as summative evaluation.

The requirement to demonstrate the mutual impact of the Division of Nursing, Gwynedd-Mercy College and the larger society can best be satisfied by the use of self-organization. The requirement of describing the relationship among national health problems, nursing problems, nursing practice and the nursing process can best be satisfied through the use of self-organization. The requirement of differentiating between Associate Degree and Baccalaureate Degree preparation can best be satisfied through the use of self-organization. The requirement for establishing consistent linkages between and among summative competencies, content and formative competencies can best be satisfied through the use of self-organization.

* The fifteen cells constitute a graphic representation of the nursing program offered by Gwynedd-Mercy College. Each cell is different from, yet impacts upon, other cells. Incorporated in the graphic representation is the principal differentiating factor between the Associate Degree and the Baccalaureate Degree levels of nursing preparation.



→ = self-connect
 ← = self-correct

GWYNEDD-MERCY COLLEGE

Curriculum for Bachelor of Science Degree in Nursing

Name _____ Class of _____

GENERAL EDUCATION

Lang., Lit. & Fine Arts (18)

	Cr.	Yr.	Gr.
English Composition I (or Proficiency)	3		
Elective	3		
*Elective	3		
*Elective	3		
*Elective	3		
*Elective	3		

Humanities (24)

Basic Philosophy	3		
*Philosophy Elective	3		
Rel. Studies Elective	3		
*Rel. Studies Elective	3		
General Psychology	3		
Prin. of Sociology	3		
Child Psychology	3		
*Economic Problems	3		

Natural Sciences (21)

Anatomy & Physiology I	4		
Anatomy & Physiology II	4		
*Advanced Physiology I	3		
*Advanced Physiology II	3		
Microbiology	4		
*Elementary Statistics	3		

Open Electives (6)

*Elective	3		
*Elective	3		

Nutrition (2)

Principles of Nutrition	2		
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CONCENTRATION

Nursing (61)

	Cr.	Yr.	Gr.
N101 Intro. to Clinical Nursing	2		
N102 Maternal & Infant Care-Childbearing Family	4		
N103 Nursing Process	2		
N104 Pathophysiology	3		
N106 Directed Practicum	3		
N201 Pathophysiology	3		
N202 Mental Health-Illness	2		
N203 Directed Practicum	3		
N204 Pathophysiology	2		
N205 Mental Health-Illness	2		
N206 Directed Practicum	3		
*N301 Anal. Sel. Nurs. Probs.	4		
*N302 Implementation of Direct & Indirect Nurs. Care	4		
*N303 Anal. Sel. Nurs. Probs.	4		
*N304 Implementation of Direct & Indirect Nurs. Care	4		
*N305 Physical Assessment I	1		
*N306 Physical Assessment II	1		
*N401 Analysis of Sci. Health Probs.	8		
*N402 Intro. to Nurs. Research	6		

*Upper Division Courses

Minimum total credits required for degree - 132

May 1981

THEORETICAL FRAMEWORK -- CURRICULUM DESIGN

Society is that general aggregate of diverse individuals and institutions who share a common political system. Statistical incidence of occurrence refers to the observed frequency with which members of society experience health problems.

A philosophy of a college or a division of a college is a formal set of belief statements that govern the conduct of programs. The philosophy of Gwynedd Mercy College addresses a dual obligation to society by endorsing career-oriented programs within the context of a liberal arts college. The Division of Nursing philosophy complies with that of the college. Nursing graduates are prepared as practitioners who, individually and collectively, contribute to the health and welfare of society.

The Humanities and the Natural and Social Sciences constitute the core requirements of the college as the fulfillment of its commitment to the liberal arts. The liberal arts disciplines are considered fundamental and common knowledge required of all graduates, regardless of major field of concentration. As a public and recorded possession, the aim of the liberal arts disciplines is to enhance intellectual integrity and to increase the capacity for independent judgment. The Division of Nursing has established core requirements as foundational to nursing practice. These enumerated areas of study contribute to nursing practice but are not exclusively a part of theoretical nursing knowledge.

National Health Problems are identified by their statistical incidence of occurrence within society. National Health problems are not the exclusive domain of nursing. Such problems are addressed by all health professionals. However, health and health alterations are content characteristic of nursing, and National Health Problems are amenable to conversion into nursing problems. National Health Problems, therefore, can provide parameters for nursing content and nursing practice. The conversion of National Health Problems into nursing problems establishes a theoretical constraint on nursing practice. If the theoretical impacts on the practice environments of nursing, the practice

THEORETICAL FRAMEWORK -- CURRICULUM DESIGN

environments monitor the theoretical constraints of nursing problems. Nursing problems govern the conduct of faculty and students in the translation of nursing content in practice environments.

The term nursing process is used in a very special way in nursing literature. It is frequently used to designate the methodology for delivery of direct nursing care. In addition, the term nursing process implies wider applicability than the delivery of direct nursing care. As the student acquires increasingly complex competencies, so too, the nursing process becomes more refined and more intricate in its application.

Nursing process may be viewed as a mechanism for orderly change. So used, nursing process is critical to the implementation of all aspects of this nursing program. It provides the methodology for working through such problems as the conversion of National Health Problems into nursing problems, the translation of nursing content into nursing practice and the selection of practice environments. It specifies the methodology for the delivery of direct nursing care by the Associate Degree practitioner and the delivery of direct and/or indirect nursing care by the Baccalaureate Degree practitioner.

The methodology specified by the Nursing Process is: (1) observation and assessment in order to delimit the nursing problem. Assessment should include focusing the problem, limiting the problem, and determining pertinent data. (2) The formulation of an hypothesis requires the development of a question and/or proposition consistent with the limits of the problem. (3) Systematic data collection is orderly, consistent and thorough. Data collection is an attempt to provide both necessary and sufficient information for (4) verification or falsification. The question or proposition formulated about the nursing problem must be affirmed, denied, or modified on the basis of the data collection. (5) Implementation of nursing intervention is governed by the results of the first four steps of the nursing process. In every instance the steps of the

THEORETICAL FRAMEWORK -- CURRICULUM DESIGN

nursing process can be viewed as a research design relative to each nursing problem.

It should be noted that a differentiation between Associate Degree preparation and Baccalaureate Degree preparation assumes a distinction between the simple and the complex. Simple may be viewed as basic and fundamental content. Complex may be viewed as content which has generative potential.

Simple content, in this view, deals with the relatively known, or problems to prove. A problem to prove is to decide whether a particular proposition is true or false. That is, statements must be shown to be the consequences of the hypothesis. Simple content and problems to prove prepare the Associate Degree candidate for direct nursing care.

Complex content, dealing with the relatively unknown, addresses problems to find. A problem to find is to identify a certain material-event, the unknown of the problem, so as to satisfy the conditions which relate the unknown to the data of the problem. Complex content and problems to find prepare the Baccalaureate Degree candidate for direct and/or indirect nursing care.

Progression from the simple to the complex is related, in this view, to progression from problems to prove to problems to find. The verification of conclusion is the concern of problems to prove. The generation of conclusions is the concern of problems to find. This progression is based upon the assumption that transfer occurs through a sequential, unified, and self-organized nursing program.

There is a clear differentiation between the Associate Degree program and the Baccalaureate Degree program in the Division of Nursing of Gwynedd-Mercy College. This distinction was described in the Theoretical Framework/Curriculum Design, and is delineated in the specific terms of the Summative Competencies. In both instances, the Associate Degree and the Baccalaureate Degree preparation in nursing is clearly distinguished from each other.

Summative Competencies describe the output of knowledge and skills that a student is expected to understand, produce, and use at the completion of the program. The term "Summative Competencies," as used specifically in the Theoretical Framework/Curriculum Design of the Baccalaureate Degree program of the Division of Nursing of Gwynedd-Mercy College is comparable to the term "objectives" as used generally.

The summative competencies for preparation in nursing are directly and consistently linked to the purposes, content and formative competencies of the program. This linkage is accomplished through the mechanism of self-organization. The Associate and Baccalaureate program is explicitly reflected in the Summative Competencies for Associate and Baccalaureate preparation in Nursing.

GWYNEDD MERCY COLLEGE
DIVISION OF NURSING

SUMMATIVE PROGRAM COMPETENCIES FOR ASSOCIATE DEGREE PREPARATION IN NURSING

1. Uses current nursing knowledge as a basis for nursing practice.
2. Uses foundational knowledge from anatomy and physiology, microbiology, growth and development, and nutrition as a basis for describing nursing problems that have been converted from national health problems into nursing problems.
3. Uses knowledges from the humanities, natural and social sciences as a basis for the development of a personal code of conduct.
4. Uses the nursing process within nursing practice environments.
5. Implements nursing care plans constrained by problems-to-prove.
6. Engages in direct nursing practice according to standards of safety.
7. Functions as a nursing team member.
8. Functions within legal parameters of nursing practice.
9. Assesses own nursing practice against prevailing standards of nursing care.
10. Demonstrates responsibility for personal and professional growth in nursing practice.

GWYNEDD MERCY COLLEGE
DIVISION OF NURSING

SUMMATIVE PROGRAM COMPETENCIES FOR BACCALAUREATE PREPARATION IN NURSING

1. Describes, explains and verifies nursing knowledge as a basis for nursing practice.
2. Uses foundational knowledge from anatomy and physiology, microbiology, growth and development and nutrition as a basis for converting health problems into nursing problems.
3. Uses knowledge from the humanities, natural and social sciences as a basis for the development of a personal code of conduct in decision-making.
4. Applies the nursing process within nursing situations requiring the use of problems-to-prove and problems-to-find.
5. Demonstrates clarity in written and oral professional communications.
6. Initiates and/or modifies nursing plans for individuals, families and community.
7. Assesses nursing measures in terms of current and emerging nursing knowledge.
8. Refers an individual into the appropriate health care service.
9. Functions as a leader with nursing team members.
10. Functions as a health team member or health team leader.
11. Assesses nursing practice of self and other members of the nursing team against current standards of care.
12. Assesses prevailing standards of nursing care in terms of current and emerging nursing knowledge.
13. Is governed by nursing assessments to improve health care.
14. Demonstrates an evaluative ethic in personal and professional activities.

In addition to the internal consistency of the program and the summative competencies described above, the Summative Competencies for Baccalaureate preparation in nursing at Gwynedd-Mercy College are also consistent with the revised Statements of Characteristics of Baccalaureate Education in Nursing approved by the National League for Nursing, Council of Baccalaureate and Higher Degree Programs, November 1978. This compatibility is demonstrated in the following comparison listing.

SUMMATIVE COMPETENCIES OF GRADUATES WITH
BACCALAUREATE PREPARATION IN NURSING:
Gwynedd-Mercy College

ABILITIES OF BACCALAUREATE GRADUATES:
CHARACTERISTICS OF BACCALAUREATE EDUCATION IN
NURSING: National League for Nursing

1. Describes, explains and verifies nursing knowledge as a basis for nursing practice.

Utilize nursing theory in making decisions on nursing practice.

Improve service to the client by continually evaluating the effectiveness of nursing intervention and revising it accordingly.

Evaluate research for the applicability of its findings to nursing actions.

2. Uses foundational knowledge from anatomy and physiology, microbiology, growth and development and nutrition as a basis for converting health problems into nursing problems.

Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.

3. Uses knowledge from the humanities, natural and social sciences as a basis for the development of a personal code of conduct in decision-making.

Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.

Participate in identifying community and societal health needs and in designing nursing roles to meet these needs.

4. Applies the nursing process within nursing situations requiring the use of problems-to-prove and problems-to-find.

Utilize nursing theory in making decisions on nursing practice.

data Use nursing practice as a means of gathering for refining and extending that practice.

Assess health status and health potential, plan, implement, and evaluate nursing care of individuals, families, and communities.

Improve service to the client by continually evaluating the effectiveness of nursing intervention and revising it accordingly.

Evaluate research for the applicability of its findings to nursing actions.

Participate in identifying and effecting needed change to improve delivery within specific health care systems.

ta) Participate in identifying community and societal health needs and in designing nursing roles to meet these needs.

SUMMATIVE COMPETENCIES OF GRADUATES WITH
BACCALAUREATE PREPARATION IN NURSING:
Gwynedd-Mercy College

5. Demonstrates clarity in written and oral professional communications.

6. Initiates and/or modifies nursing plans for individuals, families and community.

ABILITIES OF BACCALAUREATE GRADUATES:
CHARACTERISTICS OF BACCALAUREATE EDUCATION IN
NURSING: National League for Nursing

Assess health status and health potential; plan, implement, and evaluate nursing care of individuals, families, and communities.

Utilize leadership skills through involvement with others in meeting health needs and nursing goals.

Collaborate with colleagues and citizens on the interdisciplinary health team to promote the health and welfare of people.

Utilize nursing theory in making decisions on nursing practice.

Use nursing practice as a means of gathering data for refining and extending that practice.

Assess health status and health potential; plan, implement, and evaluate nursing care of individuals, families, and communities.

Improve service to the client by continually evaluating the effectiveness of nursing intervention and revising it accordingly.

Utilize leadership skills through involvement with others in meeting health needs and nursing goals.

Collaborate with colleagues and citizens on the interdisciplinary health team to promote the health and welfare of people.

Participate in identifying and effecting needed change to improve delivery within specific health care systems.

Participate in identifying community and societal health needs and in designing nursing roles to meet these needs.

**SUMMATIVE COMPETENCIES OF GRADUATES WITH
BACCALAUREATE PREPARATION IN NURSING:
Gwynedd-Mercy College**

**ABILITIES OF BACCALAUREATE GRADUATES:
CHARACTERISTICS OF BACCALAUREATE EDUCATION IN
NURSING: National League for Nursing**

7. Assesses nursing measures in terms of current and emerging nursing knowledge.

Utilize nursing theory in making decisions on nursing practice.

Use nursing practice as a means of gathering data for refining and extending that practice.

Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.

Improve service to the client by continually evaluating the effectiveness of nursing intervention and revising it accordingly.

Evaluate research for the applicability of its findings to nursing actions.

Participate in identifying and effecting needed change to improve delivery within specific health care systems.

8. Refers an individual into the appropriate health care service.

Assess health status and health potential; plan, implement, and evaluate nursing care of individual.

Improve service to the client by continually evaluating the effectiveness of nursing intervention and revising it accordingly.

Utilize leadership skills through involvement with others in meeting health needs and nursing goals.

Collaborate with colleagues and citizens on the interdisciplinary health team to promote the health and welfare of people.

9. Functions as a leader with nursing team members.

Accept individual responsibility and accountability for the choice of nursing intervention and its outcome.

Utilize leadership skills through involvement with others in meeting health needs and nursing goals.

Collaborate with colleagues and citizens on the interdisciplinary health team to promote the health and welfare of people.

Participate in identifying and effecting needed change to improve delivery within specific health care systems.

SUMMATIVE COMPETENCIES OF GRADUATES WITH
BACCALAUREATE PREPARATION IN NURSING:
Gwynedd-Mercy College

10. Functions as a health team member or
health team leader.

11. Assess nursing practice of self and
other members of the nursing team
against current standards of care.

ABILITIES OF BACCALAUREATE GRADUATES:
CHARACTERISTICS OF BACCALAUREATE EDUCATION IN
NURSING: National League for Nursing

Accept individual responsibility and accountabi-
lity for the choice of nursing intervention and
its outcome.

Utilize leadership skills through involvement
with others in meeting health needs and nursing
goals.

Collaborate with colleagues and citizens on the
interdisciplinary health team to promote the
health and welfare of people.

Participate in identifying and effecting needed
change to improve delivery within specific
health care systems.

Participate in identifying community and societ-
al health needs and in designing nursing roles
to meet these needs.

Utilize nursing theory in making decisions on
nursing practice.

Use nursing practice as a means of gathering
data for refining and extending that practice.

Improve service to the client by continually
evaluating the effectiveness of nursing inter-
vention and revising it accordingly.

Evaluate research for the applicability of its
findings to nursing actions.

Utilize leadership skills through involvement
with others in meeting health needs and nursing
goals.

Participate in identifying and effecting needed
change to improve delivery within specific
health care systems.

SUMMATIVE COMPETENCIES OF GRADUATES WITH
BACCALAUREATE PREPARATION IN NURSING:
Gwynedd-Mercy College

ABILITIES OF BACCALAUREATE GRADUATES:
CHARACTERISTICS OF BACCALAUREATE EDUCATION IN
NURSING: National League for Nursing

12. Assesses prevailing standards of nursing care in terms of current and emerging nursing knowledge.

Utilize nursing theory in making decisions on nursing practice.

Use nursing practice as a means of gathering data for refining and extending that practice.

Improve service to the client by continually evaluating the effectiveness of nursing intervention and revising it accordingly.

Evaluate research for the applicability of its findings to nursing actions.

Participate in identifying and effecting needed change to improve delivery within specific health care systems.

13. Is governed by nursing assessments to improve health care.

Utilize nursing theory in making decisions on nursing practice.

Use nursing practice as a means of gathering data for refining and extending that practice.

Assess health status and health potential; plan, implement, and evaluate nursing care of individuals, families, and communities.

Improve service to the client by continually evaluating the effectiveness of nursing intervention and revising it accordingly.

Accept individual responsibility and accountability for the choice of nursing intervention and its outcome.

Utilize leadership skills through involvement with others in meeting health needs and nursing goals.

Participate in identifying and effecting needed change to improve delivery within specific health care systems.

Participate in identifying community and societal health needs and in designing nursing roles to meet these needs.

SUMMATIVE COMPETENCIES OF GRADUATES WITH
BACCALAUREATE PREPARATION IN NURSING:
Gwynedd-Mercy College

14. Demonstrates an evaluative ethic in
personal and professional activities.

ABILITIES OF BACCALAUREATE GRADUATES:
CHARACTERISTICS OF BACCALAUREATE EDUCATION IN
NURSING: National League for Nursing

Synthesize theoretical and empirical knowledge
from the physical and behavioral sciences and
humanities with nursing theory and practice.

Improve service to the client by continually
evaluating the effectiveness of nursing inter-
vention and revising it accordingly.

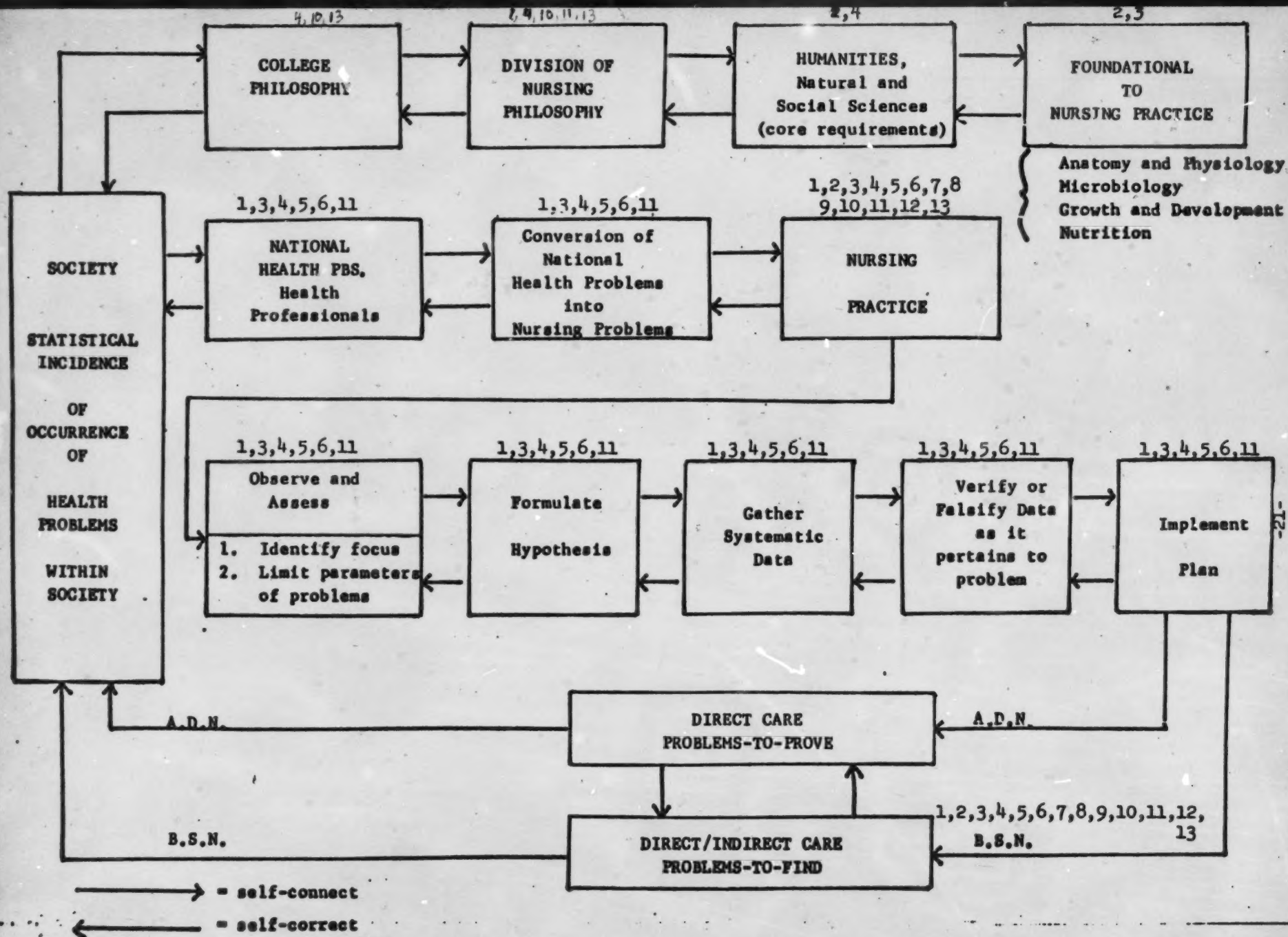
Accept individual responsibility and accountabi-
lity for the choice of nursing intervention and
its outcome.

Collaborate with colleagues and citizens on the
interdisciplinary health team to promote the
health and welfare of people.

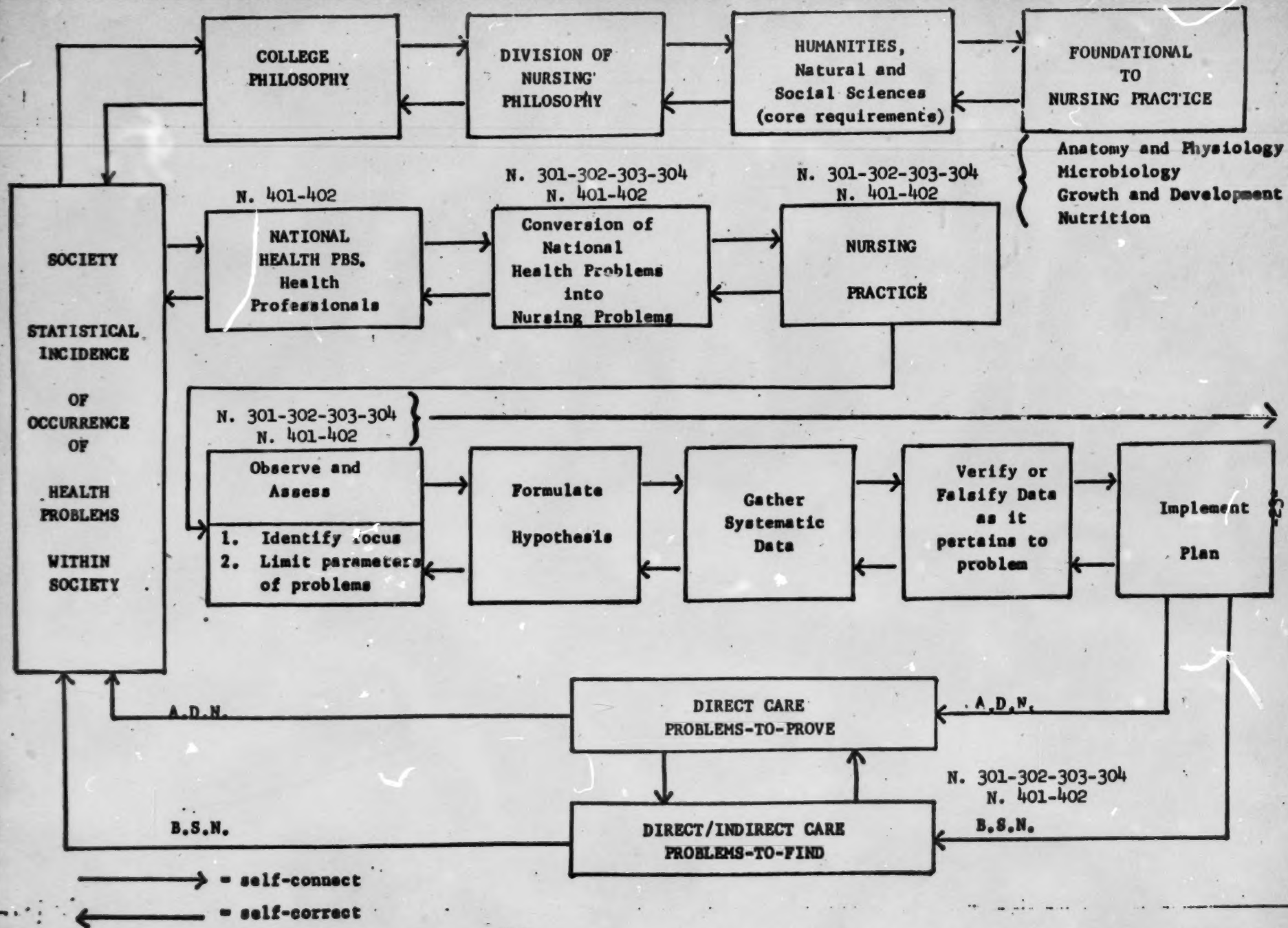
Participate in identifying and effecting needed
change to improve delivery within specific
health care systems.

Participate in identifying community and societ-
al health needs and in designing nursing roles
to meet these needs.

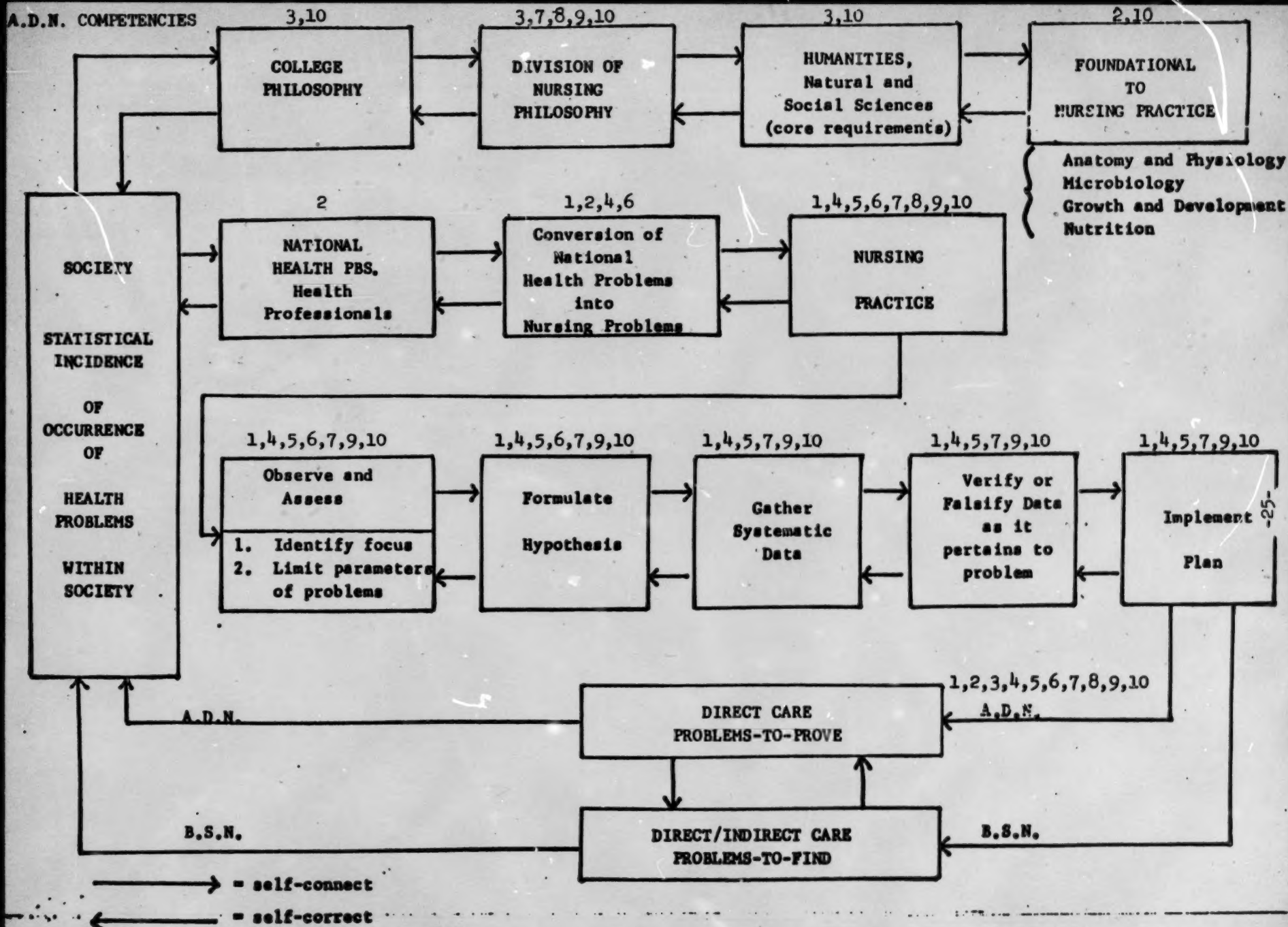
The next schema illustrates the specific summative competencies expected of the student at the completion of the Baccalaureate Degree Program as they are linked to the Theoretical Framework/Curriculum Design.



The next schema illustrates the specific courses leading to the Baccalaureate Degree as they are linked to each of the cells of the diagrammatic representation of the Theoretical Framework/Curriculum Design.

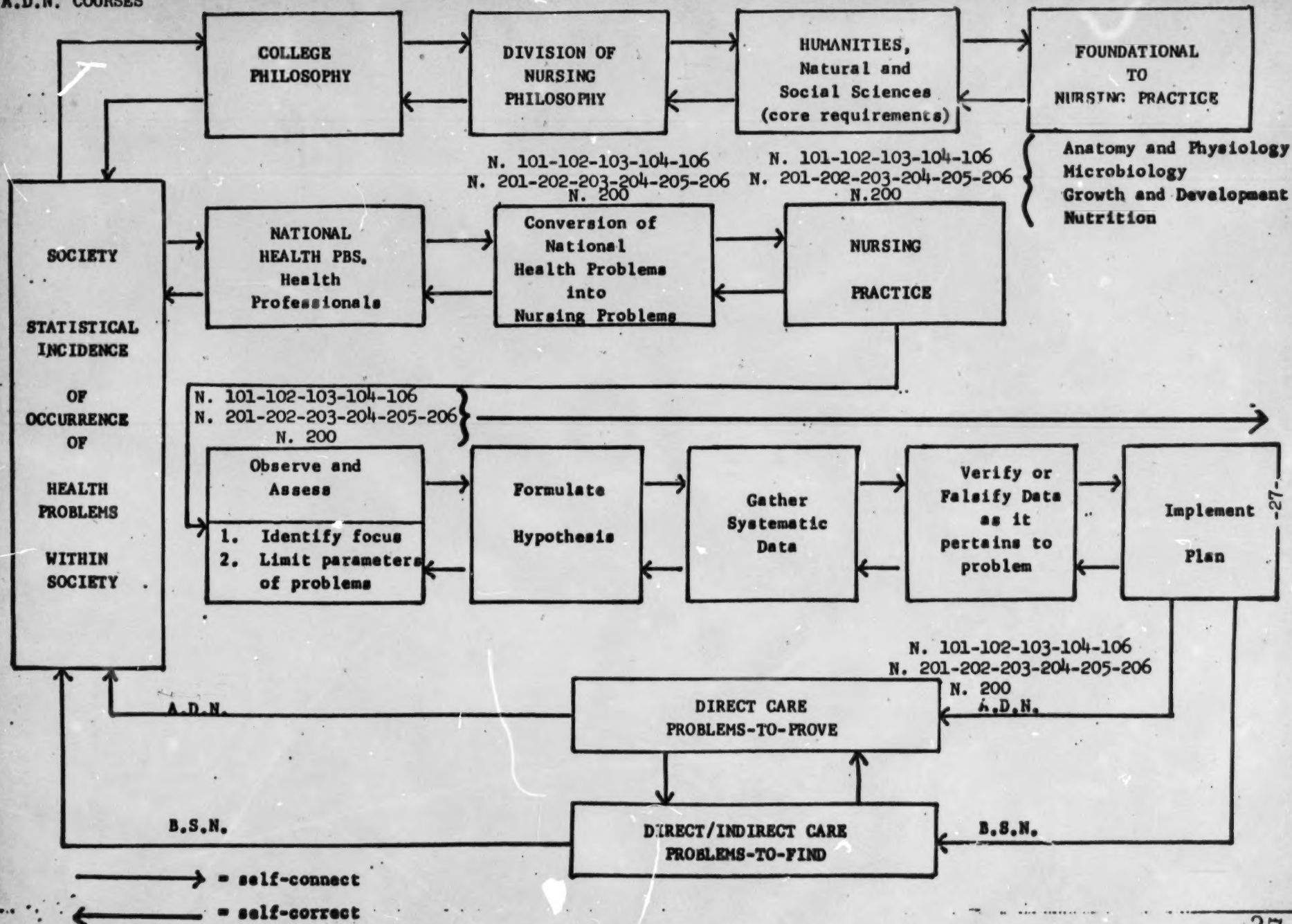


The next schema illustrates the specific summative competencies expected of the student at the completion of the Associate Degree Program, as they are linked to the Theoretical Framework/Curriculum Design.



The next schema illustrates the specific courses leading to the Associate Degree as they are linked to each of the cells of the diagrammatic representation in the Theoretical Framework/Curriculum Design.

A.D.N. COURSES



The preceding illustrative schemata have shown that the summative competencies are linked to the Theoretical Framework/Curriculum Design. The schemata also demonstrate the linkage between and among the courses, the formative competencies relative to each course, and the summative competencies of the nursing major of Gwynedd-Mercy College.

The next schema illustrates a sample of the coding of the formative competencies for Nursing 204 which has a total of 41 competencies.

GWYNEDD-MERCY COLLEGE

DIVISION OF NURSING

FORMATIVE COMPETENCIES - N. 204 - PATHOPHYSIOLOGY

- 204.1 Describes the commonalities and the differences of diabetes in children and adults.
- 204.2 Delivers direct nursing care.
- 204.3 States rationale for diabetic treatment modalities in light of blood/urine findings.
- 204.4 Utilizes principles of nutritional therapy in planning and supervising dietary intake of the patient.
- 204.5 Identifies expected responses to treatment modalities.
- 204.6 Initiates required measures in expected responses to treatment modalities.
- 204.7 Administers insulin and/or oral hypoglycemic agents.
- 204.8 Assesses patient condition for possible complications.
- 204.9 Determines appropriate nursing measures in instances of impending complications.
- 204.10 Delivers direct nursing care to children or adults with uncomplicated or complicated diabetes.
- 204.11 Prepares and implements teaching or counseling plans for diabetics and/or their families.
- 204.12 Disseminates information about community agencies concerning diabetes to the patient and family.
- 204.13 Delivers direct nursing care to patients with cancer.
- 204.14 Identifies expected responses to treatment modalities for cancer.
- 204.15 Assesses patient's condition with cancer for possible complications.
- 204.16 Demonstrates knowledge of chemotherapeutic or immuno-therapeutic agents: a) classification, b) action, c) side effects, d) supportive therapy, e.g., mouth care isolation, I.V.'s, transfusions, etc.
- 204.17 Initiates required measures in unexpected responses to treatment modalities.
- 204.18 States rationale for nursing care of patient receiving radiation therapy.

The next schemata illustrate the linkage between the formative competencies for each course and the summative competencies for the Associate Degree graduate.

GWYNEDD-MERCY COLLEGE
DIVISION OF NURSING

SUMMATIVE EVALUATION OF FRESHMAN AND SOPHOMORE NURSING COURSES

A.D.N. SUMMATIVE COMPETENCIES	FORMATIVE COMP. NURSING 101	FORMATIVE COMP. NURSING 102	FORMATIVE COMP. NURSING 103	FORMATIVE COMP. NURSING 104	FORMATIVE COMP. NURSING 106
1. Uses current nursing knowledge as a basis for nursing practice.	1-2-3-4-5-6-7-8	4-5-7-8-	1-2-3	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21, 22, 23,24,25,26,27,28, 31,32,33,34,35,36, 38,39,40	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21, 22,23,24,25,26,27, 28
2. Uses foundational knowledge from anatomy and physiology, microbiology, growth and development and nutrition as a basis for describing nursing problems that have been converted from national health problems into nursing problems.	2-3-5-7	2-3-7	1-2-3	2-6-11-19-21-28-30	3,4,10,12,15,18, 21,26
3. Uses knowledge from the humanities, natural and social sciences as a basis for the development of a personal code of conduct.	1	1		40	28
4. Uses the nursing process within nursing practice environments.		4-5-6-7-8	1-2-3		1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21, 22,23,24,25,26,27, 28
5. Implements nursing care plans constrained by problems-to-prove.	4	4-5-8-	1-2-3		5,7,9,11,13,19,20, 23,24,25,27,28

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SUMMATIVE EVALUATION OF FRESHMAN AND SOPHOMORE NURSING COURSES (continued)

A.D.N. SUMMATIVE COMPETENCIES	FORMATIVE COMP. NURSING 101	FORMATIVE COMP. NURSING 102	FORMATIVE COMP. NURSING 103	FORMATIVE COMP. NURSING 104	FORMATIVE COMP. NURSING 106
6. Engages in direct nursing practice according to standards of safety.	3	4-5-6-8	3		1-4-9-11-13- 24-27
7. Functions as a nursing team member.	4	4-5-6-8	1-2-3-		5-6-9-11-13- 20-24-25-27-28
8. Functions within legal parameters of nursing practice.	1-4-8-	4-5-6-7-8	1-2-3		5-9-11-13-20-24 25-27-28
9. Assesses own nursing practice against prevailing standards of nursing care.		4-5-7-8	1-2-3		5-6-9-11-13-20- 24-25-27-28
10. Demonstrates responsibility for personal and professional growth in nursing practice.	4-5-6-7-8	4-5-7-8 -165-	3		

GWYNEDD - MERCY COLLEGE
DIVISION OF NURSING

SUMMATIVE EVALUATION OF FRESHMAN AND SOPHOMORE NURSING COURSES

A.D.N. SUMMATIVE COMPETENCIES	FORMATIVE COMP. NURSING 201	FORMATIVE COMP. NURSING 202	FORMATIVE COMP. NURSING 203	FORMATIVE COMP. NURSING 204	FORMATIVE COMP. NURSING 205	FORMATIVE COMP. NURSING 206
1. Uses current nursing knowledge as a basis for nursing practice.	1-2-5-6-8-10-13 20-21-36-37-39 41,43,44,34,38	1-2-4	1-2-3	A2,3,5,10,11 B2,3,5,8,12 C2,3,5,11 D2,3,5	1,2,5,7,8,10 11,13,14,15	1
2. Uses foundational knowledge from anatomy and physiology, microbiology, growth and development and nutrition as a basis for describing nursing problems that have been converted from national health problems into nursing problems.	1-2-19-20	1-2-5	1-2-3	A 6 B 6 C 6-8-9 D 6-9-11	7-9	1
3. Uses knowledge from the humanities, natural and social sciences as a basis for the development of a personal code of conduct.	23-39	1-2	1-2-3	C 8 D 8-9-10-11	4-5-7-9	1
4. Uses the nursing process within nursing practice environments.	3-4-7-12-15- 35-37-38-44	2-3-4-5	1-2-3	A 1-4 B 4-7-12 C 1,4,9,10 D 1, 4, 12	3-6-10-11	1-2-3-4-5-6
5. Implements nursing care plans constrained by problems-to-prove.	15-17-24,25-26- 27-28-29-30-31- 32-35-38-39-40	1-2-3-4-5 -166-	1-2-3	A 12 C 10-11 D 12	4-6-7-10	4-6

SUMMATIVE EVALUATION OF FRESHMAN AND SOPHOMORE NURSING COURSES (continued)

A.D.N. SUMMATIVE COMPETENCIES	FORMATIVE COMP. NURSING 201	FORMATIVE COMP. NURSING 202	FORMATIVE COMP. NURSING 203	FORMATIVE COMP. NURSING 204	FORMATIVE COMP. NURSING 205	FORMATIVE COMP. NURSING 206
6. Engages in direct nursing practice according to standards of safety.	9-11-14-23-24-25 26-27-28-29-33- 40		1-2-3	A 1-8-9 B 1-9-10-11 C 1-12 D 1-10	10-16	4
7. Functions as a nursing team member.	16-18-40-42-45	5	1-2-3	A 7 B 7 C 7-10 D 7-10	12-14-15-16	1-2-3-4-5-6
8. Functions within legal parameters of nursing practice.		5	1-2-3	C 12		1-2-3-4-5-6
9. Assesses own nursing practice against prevailing standards of nursing care.			1-2-3		10-11-16	1-2-3-4-5-6
10. Demonstrates responsibility for personal and professional growth in nursing practice.		3-5 -167-			6-7	

The next schema illustrates a sample of the coding of the formative competencies for Nursing 302, a course in the junior year.

GWYNEDD-MERCY COLLEGE
DIVISION OF NURSING

FORMATIVE COMPETENCIES - N.302-IMPLEMENTATION OF DIRECT AND/OR
INDIRECT CARE

- 302.1 Measures nursing actions against ANA Standards and the Nurse Practice Act.
- 302.2 Utilizes a personal philosophy of nursing as a frame of reference for decision making in nursing.
- 302.3 Promotes congruence between a philosophy of nursing and nursing care actions of self and others.
- 302.4 Employs nursing process to meet the learning needs of individuals or groups.
- 302.5 Is knowledgeable about current issues and trends in nursing.
- 302.6 Uses teaching/learning principles in the teaching of others.
- 302.7 Uses communication theory to promote optimal direct/indirect nursing care.
- 302.8 Promotes communication among group members.
- 302.9 Uses managerial skills and techniques to promote effectiveness in the delivery of direct/indirect nursing care.
- 302.10 Cooperates with management persons in the health care agency.
- 302.11 Demonstrates leadership while providing direct/indirect nursing care.
- 302.12 Supports other leadership within the nursing team.
- 302.13 Identifies factors in the practice environment that constrain or foster change.
- 302.14 Initiates planned change to improve nursing care.
- 302.15 Supports planned change introduced by other health team members.

The next schemata illustrate the linkage between the formative competencies for each course and the summative competencies for the Baccalaureate Degree graduate.

GWYNEDD - MERCY COLLEGE
DIVISION OF NURSING

SUMMATIVE EVALUATION OF JUNIOR AND SENIOR NURSING COURSES:

H.S.N. SUMMATIVE COMPETENCIES	FORMATIVE COMP. NURSING 301	FORMATIVE COMP. NURSING 302	FORMATIVE COMP. NURSING 303	FORMATIVE COMP. NURSING 304	FORMATIVE COMP. NURSING 401	FORMATIVE COMP. NURSING 402
1. Describes, explains and verifies nursing knowledge as a basis for nursing practice	1-2-3-4-8		2-3-7	4-5-6-7-8 10	1-3-4-5-10 14-18-19	1-2-3-4 5-6-7-8
2. Uses foundational knowledge from anatomy and physiology, microbiology, growth and development and nutrition as a basis for converting health problems into nursing problems.	1-4-5-6	2	1-3-4-7	5-6	1 4-5 7-8-9 10-11-12-18- 19-20	1-2-3 7-8
3. Uses knowledge from the humanities, natural and social sciences as a basis for the development of a personal code of conduct in decision-making.	5-8-9-10	2-7-8	1-3-4-7	6-7-8	3-5-6-7-9-11 16-17-18-19 20	1-2-3 7-8
4. Applies the nursing process within nursing situations requiring the use of problems-to-prove and problems-to find.	2-7-9-11	4 -175-	2-3-4-5-6	1-3-5-6-7-10	1-2-3-4-5-6 7-8-9-10-11 12-13-14-15 16-17-18-19 20	1-2-3-4 5-6-7-8

SUMMATIVE EVALUATION OF JUNIOR AND SENIOR NURSING COURSES (continued)

B.S.N. SUMMATIVE COMPETENCIES	FORMATIVE COMP. NURSING 301	FORMATIVE COMP. NURSING 302	FORMATIVE COMP. NURSING 303	FORMATIVE COMP. NURSING 304	FORMATIVE COMP. NURSING 401	FORMATIVE COMP. NURSING 402
5. Demonstrates clarity in written and oral professional communications.	4-10	2-8	7	1-2-3-4-5-6 7-8-9-10	1-15-17-18-19	1-2-3-4 5-6-7-8
6. Initiates and/or modifies nursing plans for individuals, families and community.	11	6-13-14-15	5-6	2-3-5-7	6-7-8-12-13 14-16-17-18 19-20	7-8
7. Assesses nursing measures in terms of current and emerging nursing knowledge.	1-2-3-11	5		5-6-7-8-10	7-12-13-16-17 18-19-20	1-7-8
8. Refers an individual into the appropriate health care service.	5-6-7-8-10	2	6-7	1-2-3-5-7	4-5-6-7-9-12 16-20	
9. Functions as a leader with nursing team members.		1-2-3-4-5-6 7-8-9-11 -176-	5-7	3-4-6-7-9-10	4-5-6-7-8-9 11-16-17-20	8

SUMMATIVE EVALUATION OF JUNIOR AND SENIOR NURSING COURSES (continued)

B.S.N. SUMMATIVE COMPETENCIES	FORMATIVE COMP. NURSING 301	FORMATIVE COMP. NURSING 302	FORMATIVE COMP. NURSING 303	FORMATIVE COMP. NURSING 304	FORMATIVE COMP. NURSING 401	FORMATIVE COMP. NURSING 402
10. Functions as a health team member or health team leader.	11	6-9-11-12-14- 15	5-6-7	2-3-4-5-6 8-9-10	4-5-6-7-8-9 10-11-16-17 18-19	8
11. Assesses nursing practice of self and other members of the nursing team against current standards of care.	3-11	1-5	7	4-6-7-8-9-10	4-8-14-16-17	1-2-3-4 5-6-7-8
12. Assesses prevailing standards of nursing care in terms of current and emerging nursing knowledge.	3	1-2-3-5-13-14 15	7	4-6-7-7-9-10	8-9-11-12-13 14-17	7-8
13. Is governed by nursing assessments to improve health care.	1-2-3-4-5-6- 7-8	1-3-13-14-15	6-7	1-2-3-4-5-6-7 8-10	4-7-8-10-16 17-18-19-20	1-2-3-4- 5-6-7-8
14. Demonstrates an evaluative ethic in personal and professional activities.	9-10-11	1-2-3-5-6-8- 11-12-14-15 -177-	6-7	1-2-3-4-5-6 7-8-10	4-5-6-7-8-12 14-17-18-19 20	1-2-3-4 5-6-7-8

The learning experiences and methods of instruction for the courses in the Division of Nursing of Gwynedd-Mercy College are selected so as to fulfill the purposes of the program. The listing of statements of purpose and selected learning experiences and the teaching methods are exemplary of how the purposes are achieved. It should be noted that an integral and fundamental methodology in every course is the Nursing Process. The Nursing Process is pervasive of the entire program.

4. Teaching and counseling individuals, families, and the community to maintain and to promote health.

Learning Experiences

- 401 - health teaching for maintenance and promotion of health in varied settings:
 prenatal clinics
 boarding homes
 school groups
 family health practice
402 - translation of research findings into teaching plan and session

Teaching Methods

clinical laboratory experience
pre and post-conferences
lecture
independent research project
readings

5. Instituting and supervising the rehabilitation and restoration of persons needing long-term, therapeutic regimens.

Learning Experiences

- 401 - enter person into chronic, long-term psychiatric facility
 collaboration with health team
 observation and participation in regimens for handicapped individuals, eg. Easter Seals, Intermediate Unit

Teaching Methods

clinical laboratory experience
pre and post-conferences
lecture

6. Coordinating care regimens of persons undergoing therapies and restorative services in collaboration with other health professionals.

Learning Experiences

- 401 - collaboration with interdisciplinary teams in varied settings:

Teaching Methods

clinical laboratory experiences
pre and post-clinical conferences
lecture
guest lectures

7. Participating in and using research to improve nursing practice.

Learning Experiences

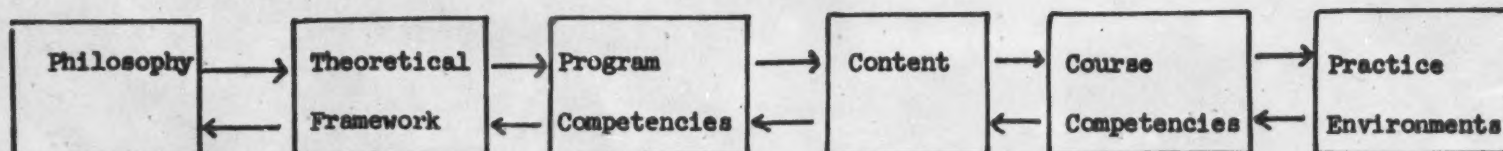
- 401 - critique and use of research articles correlating with clinical practice writing bibliography cards
402 - independent research of health problem
 writing of research paper
 translation of research findings into practice, eg. teaching session

Teaching Methods

readings
lectures
independent research

The evaluation plan provides for systematic examination of the Philosophy, the Theoretical Framework/Curriculum Design, the summative program competencies, course content, formative course competencies and agencies providing practice environments.

EVALUATION PLAN FOR NURSING PROGRAM



Formative Evaluation

1. Testing for logical consistencies between and among components in program development.
 - a. faculty
 - b. students
 - c. consultants
 - 1) curriculum development
 - 2) nursing educators - associate degree and baccalaureate
 - 3) National League for Nursing
2. Present and emerging roles and functions of nursing practice
3. Accreditation criteria
 - a. Criteria for the Appraisal of Baccalaureate and Higher Degree Programs in Nursing
 - b. Criteria for the Evaluation of Educational Programs in Associate Degree

Summative Evaluation

1. Student performance in relation to course and program competencies
 - a. performance in practice environments
 - b. performance in classrooms
2. Student performance in testing
 - a. course-end tests
 - b. National League for Nursing Achievement Tests
 - c. State Board Test Pool
3. Faculty performance in relation to program responsibilities
 - a. self-evaluation
 - b. students
 - c. peers
 - d. contract renewal
 - e. Gwynedd-Mercy College Faculty Development Program
4. One and five year follow-up studies of graduates of the program in relation to -
 - a. roles and functions of nursing practice
 - b. studies of graduates of other nursing programs
5. Continued program self-evaluation in relation to accreditation criteria

The Faculty of the Division of Nursing of Gwynedd-Mercy College believes that the roles and functions of nurses will continue to change and expand. Such factors as

depletion of natural resources,
mobility of the population,
changing life styles,
more leisure time,
expansion of environmental parameters into space
and under the sea,
decreased manpower in nursing and other health
professions

will play a significant part in determining the thrust nursing must take in order to respond to the health care challenges of the future.

In conclusion I would like to quote Blanchard who stated that "articulation is the prerequisite prior to the functioning of accountability."

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APPENDIX
COURSE DESCRIPTION
UPPER DIVISION

GWYNEDD MERCY COLLEGE
DIVISION OF NURSING

BACCALAUREATE DEGREE NURSING

PREPARATION INCLUDED THE FOLLOWING COURSES:

Nursing 301 - Analysis of Selected Nursing Problems (4 credits)

An analysis of selected nursing problems within the context of chronic illness as a national health problem. Focus on arthritis as a representative chronic illness affecting all ages and requiring nursing intervention at individual, family, and community levels. Nursing process is the method utilized for analysis of nursing problems; nursing research is the resource for nursing problems and alternative solutions. Clinical component includes experience with chronically ill clients in acute care, long-term care, and community settings.

Nursing 302 - Implementation of Direct and Indirect Nursing Care (4 credits)

An examination of professional nursing practice and how it influences direct/indirect nursing care. Characteristics of the roles of the professional nurse are explored: teacher, manager, communicator, leader and change agent. Course and clinical component is taught concurrently with N 301 - Analysis of Selected Nursing Problems. Opportunities are provided to observe and practice professional nursing in varied settings.

Nursing 303 - Analysis of Selected Nursing Problems (4 credits)

An analysis of the aging process as a source of nursing problems: physical, psychological and social factors influencing individual's response to aging: problems of long-term health care, preparation for death. Application of nursing process in the direct and indirect care of the aged, home-care and institutional care. Clinical component includes experience with residential-aged and in long-term care community and acute-care settings.

Nursing 304 - Implementation of Direct and Indirect Nursing Care (4 credits)

An examination of the parameters affecting professional nursing practice of direct/indirect nursing care: the law, health care system, the nursing profession. This course is a sequel to N 302 - Implementation of Direct/Indirect Nursing Care. It is concurrent with N 303 - Analysis of Selected Nursing Problems and has a clinical component.

Nursing 305, 306 - Physical Assessment I, II (2 credits)

Physical assessment skills are developed concurrently with knowledge of the body systems learned in Advanced Physiology I and II. This two semester course is required for all full-time students in junior year of the BSN program; it is a prerequisite for RN's planning to enroll on a part-time basis in the junior year of the BSN program. Two credits are allocated to this laboratory experience; theory and laboratory components for both semesters of the course must be met before credits can be granted for the lab segment.

BACCALAUREATE DEGREE NURSING (continued)

Nursing 401 - Analysis of Selected Health Problems (8 credits)

An analysis of selected national health problems. From the vantage point of the professional nurse role in primary health care, it focuses on health assessment, prevention of illness, health maintenance, entrance into the health care system and collaboration with the health care team. It brings to bear synthesized nursing knowledge in addressing the health problems. The clinical component includes experiences with children and adults in acute care, clinic, and community settings.

Nursing 402 - Introduction to Nursing Research (6 credits)

The focus of this course is to identify a selected health problem and translate it into a nursing problem. It provides an experience in researching the nursing problem as a basis for planning nursing intervention. The clinical component is organized around the student-selected nursing problem to be studied.

All nursing courses have a clinical component.

GLOSSARY.

Basic and fundamental knowledge: That knowledge required for safe and effective nursing practice.

Direct nursing care: Delivery of care that implies accountability for personal competence. The focus is on caring for the individual patient.

Indirect nursing care: Delivery of care that requires leadership in reference to which nursing agent can best assist the individual patient, family or society. The focus is on working with and through other people to achieve nursing goals.

Leadership: To influence the action of others, goal-directed and situation-contingent.

Focus: The center of attention or activity, a particular vantage point.

Foundational knowledge: That knowledge which serves as a base for further study and/or has application in diverse situations.

Convertibility: To change from one form or function to another.

Generative potential: To move from the relatively known to the relatively unknown, that which can be converted.

Selectively: Ability to demonstrate competence in the "now" situation.

Monitor: To regulate activity within specified parameters.

Problem to prove: Aim is to prove or disprove the existence of conditions related to the problem and thus provide predictability.

Problem to find: Search for an unknown, an alternative to fit a specific condition.

Simple: Basic and fundamental knowledge that can be converted to direct nursing nursing care.

Complex: That generative knowledge that may stem from a problem to find and can be converted to direct or indirect nursing care.

Nursing: Nursing is a process which results in nursing practice. Nursing combines a unique synthesis of theories with the nursing process to achieve an ethical and humanistic approach to the solution of nursing problems. The focus of nursing practice is to assist individuals and groups to achieve their potential for health and to cope with health alterations.

Nursing Problems: Nursing problems arise from unrealized health potentials and from health deficits which can be expected to respond to nursing intervention. Nursing addresses nursing problems through the nursing process. It is only when nursing intervenes that a health problem becomes a nursing problem, i.e., translation into nursing.

Health: Health is defined as a condition of adequate functioning of the human system as it relates to the performance of activities usual for the person's age, role in the family and in society. Using this definition, the nurse assesses the health status of individuals, families and communities.

Health Problems: Health problems are forces that impact the state of being that results in a departure from adequate functioning of the human system.

Management: A process for guiding human and physical resources into organized units, involving elements of organizing, activating, controlling, and evaluating.

Learning: We believe that learning takes place through a base of problems to prove and problems to find. The process of learning has been addressed by leading theoreticians. The basic propositions that address learning are:

1. Stimulus causes a response. (Behaviorist orientation) or
2. A stimulus prepares an organism to respond in varied ways.
(Nativist orientation)

The two positions are not necessarily mutually exclusive. Within the content of this program, either the behavioristic or nativistic position is appropriate depending on the nursing content.

Practicum: A course of study designed especially for the preparation of teachers and clinicians that involves the supervised practical application (as in a classroom or clinic) of previously studied theory.

Competence: Competence is the output of knowledge--that is to say that competence is those statements appropriate to the content of nursing which the individual can understand, produce and translate within practice environments.

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